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ABSTRACT

This suggested curriculum for use in the Early Admissions Program with four-year-old children draws mainly on elements from child development theory and practical experiences of the writers. It is intended that this material will be used to stabilize and increase the child's cognitive and linguistic growth through effective diagnostic and prescriptive teaching. Assuming that children are continuously learning, this curriculum material is written to be used for individualization of instruction to meet the needs of children at the teacher's discretion. Four- and five-year-old children learn through intensive sensory-motor activities and the manipulation of things. They learn a great deal from each other as well as from the language and behavior of the adults with whom they are involved. Aides and parent liaison workers play an important role in the educative process of our children. Likewise, parents are expected to become involved in the program as much as possible, as e.g., classroom volunteers, teacher substitutes, paraprofessionals, or resource persons. "Home Follow-Up" kits used by parents in the home serve to reinforce or teach what children need to know. (Author/JM)

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BALTIMORE CITY PUBLIC SCHOOLS

EARLY ADMISSIONS PROGRAM

SUGGESTED GUIDE FOR CURRICULUM IMPLEMENTATION

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Introduction

This suggested curriculum for use in the Early Admissions Program with four year old children draws mainly on elements from child development theoretical and practical experiences of the writers. It is intended that this material will be used to stabilize and increase the child's cognitive and linguistic growth through effective diagnostic and prescriptive teaching.

Assuming that children are continuously learning, this curriculum material is written with the idea that it will be used for individualization of instruction to meet the needs of children at the teacher's discretion. Four and five year old children learn through intensive senory-motor activities and the maniputation of things. They learn a great deal from each other as well as from the language and behavior of the adults with whom they are involved.

Aides and parent liaison workers play an important role in the educative process of our children. Likewise, parents are expected to become involved in the program in as many ways as possible. As classroom volunteers, teacher substitutes, paraprofessionals or resource persons, they relate to the program to enhance the curriculum. "Home Follow-Up" Kits used by parents in the home serve to reinforce or teach that which children need to know. It is a cooperative effort whereby parents and Early Admissions staff work together to foster the development of the children.

We believe that all children can learn.

Velma Evans
Project Manager

EARLY ADMISSIONS

Table of Contents

	Part,	Pages
Management and School	I,	1-3
Self Awareness	II,	1-3
Who Am I	II,	1
Self Identification	II,	1
Identification of Body Parts, Functions	II,	1
Talk About Self	II,	1
Clothing	II,	1
Foods	II,	1
Home Relationships	II,	2
Identify self	II,	3
Identify Parts of Body	II,	4
Functions of Body Parts	II,	5
Moods and Emotions	II,	6
Family and Home Relationships	III,	1-5
Pets	III,	6-9
Living in the Community	IV,	1
School	IV,	1-4
People	IV,	5-9

EARLY ADMISSIONS

Table of Contents Continued

	Part,	Pages
Physical aspects	IV,	10-13
Buildings	IV,	10
Landscape	IV,	11
Signs and Signals	IV,	12
Transportation	IV,	14-34
Learning About the Farm	V,	1-10
Animals	V,	3
Foods	V,	7
Learning About Zoo Animals	VI,	1-4
Seasonal Changes	VII,	1-4
Holidays	VII,	5-11

MANAGEMENT AND SCHOOL

Concept	Activities
The staff prepares the classroom. 1. Arrangement of Centers of interest according to use and attractiveness.	Make a map or sketch of the room. Include all centers and areas of interest on the map, such as: 1. Library 2. Easel - Painting Area 3. Blockbuilding 4. Table top toys 5. Music 6. Water Play 7. Housekeeping 8. Visual Area 9. Listening Area 10. Math Area Place equipment and materials in room from map. Allow children to help with selecting and placing materials.
2. Bulletin boards are made to display items of current interest and children's art work.	Arrange a few pictures at the beginning that children can relate to immediately such as: Pictures of nursery rhymes Scenes of children at home - going to school, etc. As children are introduced to art materials their work can be displayed.

MANAGEMENT AND SCHOOL

Concept	Activities
3. Things must be done to keep order in the room and have materials in readiness.	A schedule of duties must be made on a daily or weekly basis for each staff member in order to maintain a neat and orderly room, and to have needed materials ready.
The staff learns about the children who will be in the center.	Children enter on a staggered basis - generally five at a time until the entire class appears. Staff will review together the personal history of each child before entry to know the name of the child and the parent. Note any allergies and post a list of same. Information is strictly confidential! Be apprised of how many members are in each family - where they live - number of children and educational backgrounds. Talk will center around things that staff might be able to tell because of having known other members of family - perhaps another child might have been in center before, etc. Emphasis should be placed on getting important information on each child committed to memory before he gets to school.
Parents and children feel comfortable at school. Children enter on a staggered basis - each group helps new group in learning routines.	Teachers greet parents and children upon arrival by name. Children learn teacher's names. Children learn each others' names. Name tags and cards are placed on tables for children to identify. Tags are pinned on each child. The child places his name card in pocket chart. Individual cubbies or lockers are identified and labeled for each child's belongings.

MANAGEMENT AND SCHOOL

Concept	Activities
Children learn about the room environment.	Teachers demonstrate how to hang clothing properly. Teachers take children on tour of room. Areas of the room are identified .....uses shown. The block area The Visual Area The Listening Area The Language Area The Math Area Toys for indoor and outdoor activities Give an overview of the room, then concentrate on one area at a time during the days following.
Children learn safety rules for indoor and outdoor play.	
Children learn different art media.	Introduce one media at a time. Children are guided in proper procedures for getting materials, and cleaning up after use.
Children learn routines for handwashing, toileting and lunch procedures.	Use procedures best suited to school or classroom facilities and staff's ability to implement. Refer to HANDBOOK for suggestions.

SELF AWARENESS

I. Who Am I?
- A. Name
- B. Sex
- C. Address
- D. Age and birthday (month & day)

(Background information - likes, dislikes)
(What child can or cannot do)

II. Self-Identification
- A. Recognize own image
  1. Verbalize about observation of self
  2. Recall facts about self: name, address, sex, age, birthday
- B. Recognize self in relation to others
  1. Verbalize about observation of self in relation to others
     - a. Name
     - b. Sex
     - c. Actions
     - D. Clothing
  2. Make a descriptive statement about self and images reflected in mirror.

III. Identification of body parts and functions
- A. Identify and label body parts
- B. Point to what you use when you eat, walk, etc.
- C. Show me what you have two of, etc.
- D. Finish an incomplete form
- E. Give child three hands ("What's wrong with this?")
- F. Directionalities - left, right

IV. Talk about self
- A. Describe facial expression - pictures of happy, sad

SELF AWARENESS

B. Ask why the person is happy, sad
C. How does this picture make you feel? Relate to self-interpretation

V. Talk about self in relation to other people
A. How are you like me or other people?
B. Community workers

VI. Clothing
A. Clothing for sexes
B. Texture
C. Colors

VII. Foods that make us healthy
A. Fruits, vegetables, meats, dairy foods, breads
B. Animals that provide food
C. Farmer and other workers
D. What helps things grow?

VIII. Family and Home Relationships
A. Jobs people do
B. Family identification-family roles

Activities

SELF-AWARENESS

Background information

Activities to be developed before the use of Discovering How to Learn.

Building a Concept of Self

One of the most significant values for the child in being a member of an Early Admissions group of equals lies in the fact that he has a chance to find out more about the kind of person he really is through his experiences. The child grows in self-confidence as he learns about himself and gains skills in

SELF AWARENESS-IDENTIFY SELF

using and learning about his body. It is important, therefore, that the following concepts about himself are taught:

I. Who Am I?
   A. Name - My name is -
   B. Sex - I am a -
   C. Address - Suggested activities:
      1. Community Builders - When the child learns his address, it is written on a sentence strip and attached to the set of Community Builders
      2. Individual houses
      3. Role playing
      4. Language Master
      5. Colors of the door
      6. Mail Christmas and Valentine cards
   D. Age
   E. Birthday
      Recognition in classroom
      Poems
      Songs
      Books
      Makin' calendar

II. Identify self
   A. Recognize own image, verbalize about observations of self
      1. Have child look in a full-length mirror. Teacher points to child's image in the mirror and asks the question, "Who do you see?"
         a. Encourage child to respond in either of the following ways:
            "I see myself"
            "I see me"
         b. Ask "Are you a boy or are you a girl?" - Child's answers - I am a _____.
      2. Use the same procedure with a hand mirror.
      3. Use the same procedure with a pocket-size mirror.

IDENTIFY SELF

4. Have a picture of the individual child attached to a language master card. Teacher pre-records the question on the card - "Who do you see?"

Child answers - "I see me" (or "myself")

5. Teach poetry or fingerplay about "self"
6. Music - "What Is Your Name?" ("Who Do You See?")

B. Recall facts about self: name, address, sex, age, birthday
1. Name - "What is your name?"
2. Address - See previous pages
3. Sex - "Are you a boy or are you a girl?"

Concrete
(a. "I am a boy" (girl)
(b. Show me another boy/girl in the class.
Semi-Concrete
(c. Use the cut-outs to identify the boys (girls)
(d. Classify boys and girls
(e. Three pictures of boys - 1 of girl)
"Show me the one that is not a boy." (Likenesses and differences)
f. Opposite anology - "John is a boy. Mary is a _____.

C. Birthday and age
1. Special chair
2. Birthday cake and calendar
3. Card - "All about Me" - Address, (House) birthday
4. Calendar
Counting activities

III. Identify parts of the body

Discovering How to Learn
A. Child labels parts of own body
1. Head
2. Trunk
3. Arms - hands - fingers
4. Legs - feet - toes
B. Child labels parts on another child
C. Child labels parts on a doll

IDENTIFY BODY PARTS - FUNCTIONS

D. Child labels parts on a cut-out
E. Child labels parts on a picture
F. Trace another child's figure on brown paper.
G. Assemble body parts to make a complete figure.
H. Draw the missing part. (Teacher can accept a gross reproduction)
I. Compare human body with animal (monkey)
(See p. 18,19, Inquisitive games)
J. Identify parts of face
Follow above procedure.

IV. Functions of Parts of Body.

A. Five Senses
1. Eyes - Visual Perception
2. Ears - Auditory Perception
a. Listening
b. Hearing
3. Nose
a. Smelling
b. Breathing
4. Mouth
a. Tasting
b. Talking
5. Hands and fingers
a. Feeling
b. Touching

B. Body Movements
1. Arms - holding, pulling, pushing, lifting, reaching
Hands - painting, throwing, drawing
2. Trunk - bending, swaying, stretching, twisting
3. Legs - Walking, running, skipping, marching, jumping, hopping, galloping, gliding

MOODS AND EMOTIONS

"MOODS AND EMOTIONS"

V. Feelings

A. Emotional - (fright, surprise
(happiness, sadness, anger, pain

1. Happiness

to facial expression

Teacher demonstrates
Pupil duplicates with mirror
Set of 4 pictures - One is different (happy)
"What makes you happy?" (Sad)?
Face-Kit Child selects and makes happy face

Verbalize

Use same procedure for other facial expressions-anger, sadness, fright, surprise, pain

Teaching tapes

Child listens and follows directions
Art media (if so desired) to make a face depicting expression (happy, sad)
Role playing

B. Physical - (Tired, thirsty, hurt, hungry, sleepy)

1. Pain

Picture discussion
Role playing
Dramatic play

To yet be completed:

Develop skills related to modalities for learning
Activities need to be developed and refined
This material will be written in relevance to learning modalities and sequential skill development

FAMILY AND HOME RELATIONSHIPS

Concept	Activities
Family identification and roles of the family members (A family is a group of people and/or animals that usually live together).	1. Discuss and name the members who make up a family. 2. Discuss families of children in the classroom with emphasis on the size -(how many members) of the families. 3. Disucss and compare realistic families that are found in story books and films. Examples: Keats, Peter's Chair Jennie's Hat Stanek, My Family and I Film: Robert's Family Series 4. Discuss families that are found in fantasy and discover how the characters are like our real families, i.e. The Three Bears Emphasis on family life and personal belongings of each family member. Peter Rabbit Emphasis on family life and obeying ones parents. The Three Little Kittens Emphasis on taking care of one's belongins Little Red Riding Hood Emphasis on being kind to and considerate of amily members.

FAMILY AND HOME RELATIONSHIPS

Concept	Activities
	5. Compare the number of members in a family using the terms as many as, more than, fewer than or numberical terms. 6. Discuss the size of individual members of the family (tall-not tall, etc.) by comparing heights. 7. Emphasize the sex of the family members, i.e., Mother is a woman. Brother is a boy. Sister is a girl. Father is a man. (Possible family members may include mother, father, grandfather, grandmother, sisters, brothers, aunts, uncles, cousins) 8. Make family booklets using pictures in magazines. 9. Bring in pictures of our own families - share with class. 10. Have a family day in school. Bring members of your family to school to see some of the things you (the children) have done.
Family members help each other.	1. Have children discuss the responsibilities of the family members at home. Mother helps by - Cooking Cleaning Washing Taking care of the children Going to the market Working on a job to support the family

FAMILY AND HOME RELATIONSHIPS

Concept	Activities
	Father helps by - Cleaning Repairing Driving the car Helping Mother Working on a job to support the family Children help by - Putting toys away Hanging up clothes Obeying your parents Helping Mother with specific chores 2. Children may role play family life experiences and housekeeping activities in doll corner. Dramatize verse or story about family life. 3. Children may have cooking activities (This may happen in the playhouse.) Making jello Cooking breakfast Making cookies Making vegetable soup
A home is a place where a family lives.	1. Discuss the different kinds of homes in which the members of the family live. 1. Apartments 2. Rowhouses 3. Projects 4. Detached Homes

FAMILY AND HOME RELATIONSHIPS

Concept	Activities
	2. Have children to take neighborhood walk to explore different types of homes. 3. Use community builder materials to construct different rooms in the home. 4. Use building blocks to construct different kinds of home. 5. Make books/charts using pictures of various kinds of dwellings. 6. Do classification activities of things that belong in different rooms in the house. 7. Use SVE pictures to see and discuss homes around the world (Emphasis may be on kinds of homes in relationship to location in the world. Igloo - cold weather Map learnings may be at this time) 8. Discuss different parts of a house that the child can see. These may include the roof, walls, doors windows,etc. Use poem: This is a roof of the house so good. These are the walls that are made of wood. These are the windows that let in the light. This is the door that shuts so tight. Filmstrip: Homes in the City Fs. 579 Robert and His Family Series Book: 1. Everybody Has a House, Everybody Eats 2. The Little House Kraus

FAMILY AND HOME RELATIONSHIPS

Concept	Activities
Many foods are found in the home.	1. Identify and name different foods that may be used in the home (actual foods and pictures). 2. Classify foods (vegetables, fruits and meats). 3. Discuss ways mothers may buy food. 1. Grocery stores (Emphasis on foods). 2. Supermarket (Emphasis on foods). 4. Emphasize likenesses and differences using vegetables, fruits and vegetables. 5. Have experiences with foods with emphasis on size, taste and feel of fruits, vegetables and meats. Games and activities may be found in Inquisitive Games pp. 79-108

PETS

Concept	Activity
Pets A pet is a tame animal kept for pleasure.	I dentify and describe a variety of pets: turtle, cat, dog, gerbil, rabbit, guinea pig, canary, paralseet, gold fish. Use a filmstrip about pets, magazine pictures of pets, or the Ginn Kit "Pet Show" picture to initiate discussion. Help children understand the distinction between tame and wild animals. Use pictures of animals in their wild habitat and compare with domesticated animals: turtles, birds, fish, wild cats (tiger, lion, leopard), wolves. Discuss the many ways in which pets provide pleasure. Encourage children to relate their own experiences with pets. In addition to providing comparionship and play, some pets serve additional needs: protection, hunting, catching mice, leading the blind, herding cattle and sheep.
Some animals are more suitable as pets than are others.	Identify a variety of animals that would make good pets. Discuss why they would be good pets in terms of size, disposition, feeding, shelter and exercise needs. Compare pets and zoo animals. Evaluate zoo animals according to requirements for being a pet. (Would an elephant make a good pet?) Encourage critical thinking. Pictures or rubber animals could be used for this activity. Children could classify wild and tame animals or zoo animals and pets.

PETS

Concept	Activity
Pets are dependent upon people for food, care and shelter.	Discuss the responsibilities involved in owining a pet: feeding, providing a suitable home or shelter, grooming, exercising, training. Remind children that one must consider what they can provide when choosing a pet. (Ex. A home with a large yard would be good for a dog. A small apartment would be more appropriate for a fish or canary.) Show pictures depicting the various duties required to keep a pet.
Additional Activities:	Visit a pet store or the pet department of a variety store. Match pictures of pets to the food or equipment they would use: dog-leash, rabbit-pellets, carrot, canary-bird seed. Use axtual objects when possible. Match pictures of pets to their home: bird-cage, fish-aquarium, rabbit-hutch, gerbil-cage, dog-kennel, etc. Play a guessing game: Which pet has scales? Which pet has feathers? Which pets are covered with fur? etc. Extend experiences by discussing other animals with fur, scales, feathers. Collect samples of fur and feathers. Visit a fish market to see a variety of edible fish. Act out the locomotion and sounds of various pets.

PETS

Concept	Activity
***	Set up a pet store. Cut out pictures of pets and mount on cardboard with paper stands or use stuffed animals. Provide empty pet food boxes and other pet equipment. Bring pets to school to visit. Prepare the children for the visit. Provide for safety requirements. Reinforce with follow up activities. Plan a pet show and invite parents or one kindergarten class to visit. Include the children in the preparations and activity. Due to the lack of heat in schools during the evening and weekend hours, pets should not be kept in the classroom. It is best to have pets visit the classroom for short periods. Always consider safety and sanitary factors when handling pets. Turtles should definitely not be handled since many are infected with salmonella which can be transmitted to humans.
Fingerplays, Poems, Books Mr. Rabbit Hop, hop, hop! Goes Mr. Rabbit. Chomp, chomp, chomp. He eats a carrot. Blink, blink, blink! He winks at me. Then hop, hop, hop. Away goes he! Kitty I have a little Kitty.	Timothy Turtle

PETS

Bunny and Cat

Creeping, creeping, creeping
Comes the Kitty cat
But the bunny with his great long ears
jumps like that. (Use hand or body
movements.)

Can You?

Can you hop like a rabbit?
can you jump like a frog?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
And be still as a good child .
As still as you wish?

The Turtle

There was a little turtle.
He lived in a shell.
He liked his home very well.
He poked his head out when he wanted
to eat.
He pulled it back in when he wanted to
sleep.

LIVING IN THE COMMUNITY

A. School Concept	Activities
Our Classroom - 1. We learn where things are located.	Explore the interest centers and have children label areas: a. the library b. the coatroom or cubbies c. games, toys, work materials d. housekeeping area e. block corner
2. We learn how to use things for work and play.	1. Reading story books - opening the book and turning pages correctly. 2. Place name card on cubbie for each child. 3. Gradually introduce materials we use for work. a. Introduce puzzles in following order: Whole piece - Ex. fruits and vegetables, pets, geometric forms Several pieces that make whole - Ex. gingerbread boy, later, more pieces b. Pegboard Activities, Beads, Towers, Crayons, Brush Paints, Finger Paints, Scissor and paste 1. Teach proper, polite, and safe way of using materials. 2. Make color and shape activities. 3. Make patterns with beads and pegs. 4. Learn likenesses and differences in colors and shapes.

LIVING IN THE COMMUNITY

A. School Concept	Activities
	4. Toys - classroom and playground games and equipment. Stress safety in use. 5. Teach children to be responsible for getting own materials - using only amounts needed, putting materials away, and cleaning up after use. 6. Identify and name furniture, toys, and materials in room. 7. Find shapes within objects and furniture in room.
People who help us in school - Teachers Principal Cafeteria Workers Engineer Custodial Staff	1. Children learn name of teachers, aides, P.L.W., and Program Assistant. Each interact with children and each other. 2. Plan a visit to the Principal's office. Discuss the office equipment especially the inter communication system. Learn Principal's name. Follow up visit with class discussion. Recall things in office - sounds made by various equipment i.e. telephone etc. 3. Plan a visit with the cafeteria staff Notice size of facilities and equipment - Compare with family facilities 4. Plan a visit to the engine room Observe size of furnace - fuel used Have engineer tell use of equipment 5. Observe the floors and bathrooms when we come to school.

LIVING IN THE COMMUNITY

A. School Concept	Activities
Our School Building	Emphasize care in washing hands, flushing toilets and cleaning up after oneself in keeping our classroom clean and tidy. 1. Tour the school building. 2. Learn the name/number of the school. 3. Count the number of floors in the building. 4. Which floor is the office on? 5. Which floor is our classroom on? 6. Identify classrooms of siblings. 7. Practice fire drill routines. 8. Learn the entrance and exit class is to use. 9. Learn colors of the flag. Observe and compare size of flag in the classroom with flag outside of school building. Match-Identify-Name colors in the flag. 10. Understand spatial concept as related to the building and classroom. (Over-under, in-out, in front of-in back of, beside, etc.) 11. Use sequence story on preparing to come to school - Getting up, washing, dressing, eating breakfast, leaving home. 12. Use sequence story on route to school - Walking on sidewalk, stopping at corner for traffic light, etc.

SCHOOL

References:

At School - The MacMillan Company
Bowmar Materials
Ginn Kit A
SVE Pictures - The School
David Cook Pictures

Books:

Becky: Tall Enough Tommy
Green: Is It Hard? Is It Easy?
Steiner: Where Are You Going?
Wynkoop: Mac Goes to School

Record Albums:

Making Music Your Own
Sounds Around The School

LIVING IN THE COMMUNITY

B. People in the Community: Many people do jobs to help us in our neighborhood

Concept	Activities
1. Policeman	
a. Uniform - types	
1. Color-blue 2. Badge 3. Hat 4. Name-tag 5. Gun and holster	1. Have local policeman visit classroom so that children can see first-hand the uniform. 2. Use large cardboard figure of policeman with cut-outs of: a. blue pants and jacket b. hat c. badge d. gloves e. stick f. name-tag g. gun and holster Child names articles, talks about them and dresses the large figure. 3. Display rubber figures of policeman, mailman, and fireman. Let child identify the policeman.
b. Equipment	
1. Body equipment 2. Transportation equipment	1. Use large figue of policeman and cut-outs of equipment - let child tell where each is placed on body and how used. 2. Have pictures of horse, policecar, motor-cycle, helicopter, paddywagon. Have children identify and discuss when policeman would use.
c. Work	
1. Directs traffic 2. Helps lost children 3. Helps protect people	1. Role-playing - (Indoors or outdoors) Using large wooden traffic signs of stop and go, children can assume roles of policeman, drivers, and pedestrians. Children must obey the policeman's directions.

LIVING IN THE COMMUNITY

People

Concept	Activities
	2. Make a street scene with unit blocks. Use small wooden transportation equipment and rubber figures to act out the traffic, pedestrians, and policeman. 3. Role play lost child and policeman, emphasizing importance of knowing address.
d. Sounds associated with work 1. Sirens 2. Walkie-talkie	1. Listen to recorded sounds of sirens, walkie-talkies - identify. 2. When policeman visits record sounds of walkie-talkie, handcuffs clicking, night stick slapping against hand, etc. Later play and see if children can identify.
1. Crossing Guard 2. Uniform - Similar to Policeman's signals	1. Have Crossing Guard visit class. Learn Crossing Guard's name. 2. Compare uniform of Crossing Guard and Policeman's uniform. 3. Learn signals Crossing Guard uses. Role play Crossing Guard and children at corner crossing the street.
2. Mailman a. Uniform - (types for various weather) 1. Color - blue/gray 2. hat 3. keys 4. bag or pouch b. Equipment (Transportation) c. Jobs e. Post Office	1. Follow same procedure as for policeman. 2. Use rubber figures to let child pick out mailman. 1. Take a walking trip to nearest post office to see various types of postal workers and also vehicles and equipment. Show pictures of mailmen in various job roles.

LIVING IN THE COMMU...

People

Concept	Activities
	2. Take cards - birthday, get-well - to post office - mail at window and have postman tell children, in simple terms, what will happen to letter in mailing process.
3. Nurse - Helps people who are sick. a. Identification and Work 1. A nurse wears a uniform - white or blue. cap cape pin white shoes/blue 2. A nurse works at the hospital with the doctor 3. A nurse may work at the clinic or in a private office.	1. Classification activities - clothing articles. Things that a nurse wears - white uniform/ blue uniform. 2. Number activity - Counting how many things are white-blue. 3. Colors (Which things are blue, etc.) 4. Sequence story (How the nurse gets dressed in the morning) 5. Language master - Place pictures of clothing on cards - Have children identify. 6. Memory game - Place pictures on flannel board - have children close eyes, take a picture away - let children tell which picture is missing. 7. Have school nurse visit classroom, and tell about her uniform, work, and equipment she uses.
4. Doctor/Dentist - Helps people who are sick. a. Identification and Work 1. Doctors wear certain clothing. 2. Doctors work in the hospital or private office. 3. Doctors use many instruments.	1. Clothing worn by doctors in the hospital - White Uniform. Clothing worn by doctor in private office. Play classification game. 2. Role play - Doctor listening to heart beat, taking temperature, weighing child, measuring height. 3. Role play-Dentist checking teeth. 4. Identify: scales, thermometer, stethoscope.

LIVING IN THE COMMUNITY

People

Concept	Activities
5. Fireman a. Uniform - Worn to and from work. 1. color 2. hat b. Uniform - worn while working 1. boots 2. hat 3. jacket 4. gloves c. Equipment 1. hoses 2. masks 3. hatchet - axe d. Education e. Jobs 1. Working at desk and swithchboard. 2. Drivers of various equipment. a. firetrucks b. chief's car c. ambulance 3. Caring for equipment. 4. Helping people and animals in need. 5. Putting out fires.	1. Have children dramatize activities carried out by fire fighters. Ex. Squirting water on fire. 2. Riddles: Ex. Guess Guess I ride in a fire truck I use a big hose Who am I? 3. Matching games - Match pictures of objects used by fireman - develop concept of over, under, beside, when matching cards. hydrant hose hatchet ladden 4. Classification of objects (pictures) used by fireman and those used by another community worker. 5. Language Master - Identification and use of objects used by fireman. 6. Using the rubber community workers - Line up several workers - Give several clues - find the helper that fits the clues - Tell why! 7. Books Golden Book, <u>Five Little Firemen</u> Margaret Wise Brown, <u>The Little Fireman</u> Lois Lenski, <u>Little Fire Engine</u>

LIVING IN THE COMMUNITY

People

Concept	Activities
6. Teacher a. name b. woman or man c. jobs d. educations e. materials used by teacher f. place of work	1. Visual discrimination - Place 3 cut outs on flannel board - 2 pictures representin teachers - 1 of another community worker. Child identifies teachers. 2. Matching games - match like objects that a teacher would use. erasers pencils crayons 3. Math - Use pencils, books, erasers, rulers, etc. to make sets - compare - build vocabulary such as: same as more than less than 4. Classify and compare materials used by teachers and other community workers. 5. Have children role play things teacher does in classroom. 6. Books Jack Engeman, <u>My First Days At School</u> Evelyn Hastings, <u>Big New School</u> Virginia H. Ormsby, <u>Twenty-One Children</u> Norah Smaridge, <u>Teacher's Pet</u>

LIVING IN THE COMMUNITY

C. Physical Aspects

Concept	Activities
1. Buildings -	
a. There are many different buildings in our neighborhood.	1. Take walks in the neighborhood in order to see the buildings in the area.
a. Bakery - many foods are made at the bakery.	2. Visit a bakery in order to see the baked foods and make a purchase. 3. Make cookies in class.
b. Department Store - many different things can be bought in a department store.	4. Visit a department store/or use the McMillian Set, "In the Big Store".
c. Furniture Store - many kinds of furniture may be purchased at a furniture store.	5. Visit a furniture store or use the small furniture from "Community Builder" to sell in a play furniture store.
d. Post Office - Stamps are sold at the Post Office, mailing letters or package. Many people are employed by the Post Office.	6. Show a motion picture or a filmstrip on "The Post Office".
e. Gas Station - Gas stations are maintained for the servicing and refueling of vehicles.	7. Visit a nearby gas station and observe it at a safe distance. 8. Use blocks, cars, trucks, etc. and (dramatize the work of the gas attendant).

LIVING IN THE COMMUNITY

Physical Aspects

Concept	Activities
f. Grocery Store - Foods and other items may be bought at the grocery store. Foods and other items in grocery stores are arranged in many ways.	9. Walk to a neighborhood grocery store in order to see the different items available. 10. Select an item to be used in the classroom. Observe how the clerk checks it out and takes the necessary money for its purchase. Can identify other buildings such as houses, factories, barber shops, beauty shops, other schools and churches.
2. Landscape a. There are many different land areas in our neighborhood. (a) play-lot - an area for the young children equipped with playground equipment. (b) a square - an area of trees, green, bushes, small play areas, and benches. (c) park - a very large area of trees, grass and bushes.	1. Take walks in the neighborhood in order to see these areas. Observe the many ways these areas are utilized. a. Observe the seasonal changes in these areas - trees, shrubs, etc. b. Allow children to play on the equipment. Visit a nearby square. Have children tell about things (events) that have taken place in the square. Such as art shows, carnivals, etc. Learn name of the largest park in our city, Druid Hill Park. Visit at different times during the year to note seasonal changes. Vist the zoo.

LIVING IN THE COMMUNITY

Physical Aspects

Concept	Activities
3. Signs and Signals There are many signs and signals that help to identify places in our neighborhood and make it a safe place in which to live.	1. Discuss the meaning of each color in the traffic signal.
The traffic light	2. Dramatize the proper way to cross the street using "traffic lights" - Child will hold a replica of a traffic signal. 3. Mark off an area with chalk showing the cross sidewalks and the intersections. Help the child with "traffic lights" to direct the "pedestrians" and the "traffic". 4. Take several trips to observe the functions of the traffic light box. 5. Invite a Traffic Officer to visit the classroom with his traffic light box to extend experiences.
Signs a. school b. stop c. one way d. street names	6. Discuss the meanings of particular signs (these are to be found near the school). "School", "stop", "one way", "strect names" where children live. 7. Make classroom signs to match the identical ones in the neighborhood - Take a walk to match the signs. Review <u>each</u> meaning of signs. 8. Make these signs a meaningful part of the classroom environment. examples: one-way stop school

LIVING IN THE COMMUNITY

Physical Aspects

Concept	Activities
	9. Take several walks in the neighborhood in order that children might become aware of and recognize their street names on the street signs as well as the numbers on their houses. Suggested Materials Ginn Kit - Unit 2 - "The School Patrol" Unit 3 - "The Service Station" Early Childhood Discovery Materials - "In the Big Store" Safety Symbol Set - can be purchased at School and Pre-School Supply Center

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Transportation The way we live is influenced by our transportation facilities. Various vehicles are used to transport people and freight across land, sea, and in the air.	*Provide models of cars, trucks, buses, boats and airplanes. Talk about which one would take us to school, to a store outside the neighborhood, to a place far away. Use proper names to identify vehicles. Discuss their various uses. Compare one method of transportation in relation to another in terms of speed, confort, convenience. Discuss the workers necessary for operating the vehicles. *Classify models and pictures of transportation vehicles according to where they are used: land, sea, air. Make booklets using magazine pictures to depict transportation vehicles on land, on water, in the air. Discuss other forms of land transportation: bicycles, tricycles, motorcycles, wagons, horses and carts, jeep. *Use these activities as basic experiences. The other activities may be used as time and interest indicate.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
	After children have discussed various transportation vehicles in depth, make pictures of parts of each vehicle and have them match it to the whole: wing - airplane sail - sailboat trailer - trailer truck wheel - car, truck, bus engine - train Sort models and pictures of cars, boats, trains, airplanes. Use number lines to record the number of boats, cars, etc. Use the terms "more than", "less than" to compare.
People and signals are needed to produce good transportation.	*Discuss the need for safety signals, traffic policeman, road construction and repair crews. Observe safety signals and workers in the neighborhood.

LIVING IN THE COMMUNITY

Materials:

Toy transportation vehicles in the classroom
Ginn Kit - Service Station (p. 61)
Construction Project (p. 98)
Transportation pictures: #83, 10, 24, 33, 34, 35, 36, 39, 51, 53, 54, 59, 60, 78, #M 44, 45, 50, 51.
Peabody Kit - Tansportation pictures
Inquisitive Games - Discovering How to Learn - p. 155 - 166.

Send for: Train Materials - Association of American Railroads
Transportation Building
Washington, D.C., 20006

Trucks and Cars - Automobile Manufactures Association
320 New Center Building
Detroit, Michigan 48202

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Land Transportation: Trucks, Cars, Buses There are many different trucks used to transport various materials.	*Use classroom toy trucks and pictures of a variety of trucks to initiate discussion. Notice how many trucks are designed to carry a specific product: dump truck moving van garbage truck oil truck fire engine Match the truck to a picture of the product it would carry. *Discuss the important role trucks play in our daily lives - bringing food and supplies to our neighborhood stores, services to our homes; carrying mail, delivering large packages to our homes; moving furniture to a new home; cleaning the streets; removing refuse. Observe trucks in the neighborhood. See how many different kinds of trucks you can observe. Visit a store when a truck delivery is being made. A list of trucks might include: Trucks for public service - fire engine, snowplow, sanitation trucks, dump truck, street repair trucks, bookmobile, X-Ray Health truck, armored trucks, mail truck.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
	Trucks for natural resources - construction trucks, trucks used to carry coal, stone, cement. Trucks for agriculture - produce, dairy products, poultry, livestock, seafood. Trucks in the neighborhood - mail truck, oil truck, laundry and dry cleaning, T.V. repair, telephone, moving van.
Drivers must observe safety rules and signals.	*Talk about signs in the neighborhood - Stop, Yield, Slow, traffic light. Make samples of signs and match them to the real sign during a neighborhood walk.
Trucks need fuel in order to run.	Pretend to service toy trucks with gas, oil and water. Visit a local gas station. Use materials from the Ginn Kit (p. 61).
	Additional Activities: Visit a construction site to see special trucks at work. Use Ginn Kit unit - (p. 98). Compare trucks according to size, color, use. Fold construction paper in half. Draw cut line of a truck and cut out. Paste pictures of things the truck could carry. Stress concept of inside.
	Cut out magazine pictures of trucks and paste in booklets. Children can dictate captions.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Cars and buses carry people to other places.	Discuss trips children have taken by car or bus. Collect magazine pictures of various cars - note differences in size, color, style. Discuss safety practices when riding in a car or bus. Visit a bus station. Note that some cars are used for special purposes: taxi, police car, fire chief's car, ambulance. Make cars and buses using scraps of wood or card board boxes. Count the number of wheels on cars, trucks, buses. Compare the size of the wheels. Follow up with lessons on things that are shaped like wheels, or other things that have wheels: roller skates, vacume cleaner, wagon, bicycle, etc.

LIVING IN THE COMMUNITY

Books:

Wake Up City - by Alvin Tresselt

Saturday Walk - by Ethel Wright

Dear Garbage Man - by Gene Zion

The Great Big Car and Truck Book - Golden Press

Mike Mulligan and His Steam Shovel - by Virginia L. Burton

Big Book of Real Trucks - by Zaffo

The Little Auto - by L. Lenski

I Want to Be a Truck Driver

ABC of Buses

The Truck and Bus Book - Golden Shape Book

The Bingity - Bangity School Bus - F. Coukling

The House Biter - William Sheldon

My Tricycle and I - Jaynes

Working Wheels - Helen Weber

LIVING IN THE COMMUNITY

Poems and Finger Plays

Big School Bus — L.B. Scott

Do you want to come with us
And ride inside a big school bus?
Our driver guides the bus with skill
Around a curve or down a hill.

He watches traffic carefully,
And he's as jolly as can be.
Don't you what to come with us
And ride inside a big school bus?

Traffic Light

Red on top and green below.
Red means Stop and green means Go.
Yellow means Slow.

LIVING IN THE COMMUNITY

Monica Shannon

Trucks

Big trucks for steel beams,
Big trucks for coal,
Rumbling down the broad streets,
Heavily they roll.

Little trucks for groceries
Little trucks for bread,
Turning into every street,
Rushing on ahead.

Big trucks, little trucks,
In never-ending lines,
Rumble on and rush ahead
While I read their signs.

Country Tucks

Big trucks with apples
And big trucks with grapes
Thundering through the maintains
While every wild thing gapes.

Thundering through the valley,
Like something just let loose,
Big trucks with oranges
For city children's juice.

Big trucks with peaches,
And big trucks with pears,
Frightening all the rabbits
And giving squirrels gray hairs

Yet when city children
Sit down to plum or prune,
They know more trucks are coming
As surely as the moon.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Transportation on Water	
Ships are used for specific purposes.	*Use pictures and models of boats and ships to motivate discussion of their use for purposes of travel, transportation of cargo, fun and relaxation. Classify boats according to above categories.
There are many kinds of ships and boats.	*Collect magazine pictures of: tugboat, ocean liner, fireboat, cargo ship, fireboat, ferry boat, submarine, sailboat, rowboat, motorboat, canoe, houseboat. Take a trip to the Pratt Street docks to see a variety of boats (cargo ships, submarine, sailboat, tugboat, motorboat), lighthouse, and waterfront workers. Children's paintings of boats and magazine cutouts could be pasted on a mural. Use wood scraps to build boats. (Clay, soap, boxes) Have the watertable or a dish pan of water and plastic toy boats available.
Boats are powered by various means: wind, man, motor	The wind moves sailboats. Use a fan to see how the wind would move a toy sailboat at the water table. Compare a rowboat and a motorboat. Which would require more work? Do experiments with objects to discover if they will float or sink. Tape the objects that will float on a chart.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
There are many safety devices in the harbor.	*Discuss the need for safety around water. Note the reasons for having a lighthous, life preservers, buoy, fog horn, life boats.
Many people are needed to work on ships and in the harbor.	*Identify workers and their responsibilities: captain, steward, ticket agent, longshoreman. Using props in the block center, children could pretend to: Be the captain and steer the ship. Use a crane to unload the ship's cargo. Sail ships out of the harbor. Use tugboats to push barges. Fish with poles on a fishing boat. Take a ride on a sailboat, canoe or rowboat. Tie ships to the dock. Set up a harbor scene using toy boats, ropes, an anchor, sailor's hat, rubber people.
	Additional Activities Compare models or pictures of boats according to: size color source of power (sail, motor) Seriate cutouts of boats according to size. Play games stressing positional concepts: The submarine is under the water. The sail is above the deck. Etc. Take a trip to the Pratt Street docks. Make boats from scrapwood, clay, milk cartons.

LIVING IN THE COMMUNITY

Poems, Finger Plays, Books

Ferry Boats by James Tippett

Over the river, over the bay.
Ferryboats travel everyday.
Most of the people crowd to the side
Just to enjoy their Ferryboad ride.
Watching the seagulls, laughing
with friends.
I'm always sorry when the ride ends.

Five Little Sailors by M. Hetzer

Five little sailors in a sailboat:
Number one said, "See us float."
Number two said, "Let's sail away."
Number three said, "Oh, Let's stay."
Number four said, "Does the wind blow?"
Number five said, "I don't know."
Then along carrie the wind, saying,
"Oo - oo - oo"
And all of a sudden away the boat flew.

The Little Sailboat by L. Lenski

Boats on the River by M. Flacle

Little Toot by Gramatky

The Big Book of Real Boats and Ships by Zaffo

Captain Murphy's Tugboat - W. Hall

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Land Transportation: Trains Trains carry passengers, mail and freight. There are passenger trains and freight trains. They are made up of different cars serving special purposes.	*Use large wooden classroom train to initiate discussion. Discuss trains that the children may have seen or trips taken by train. Trains carry people to places where they are going. Stimulate discussion by asking: Who rides a train? How fast does a train move? What make a train go? On what do trains ride? Where do the trains come from? Identify the engine, caboose. Provice samples of mail and freight that trains may carry: letters, a package, rubber cows and pigs, canned food. Discuss why these items would be carried by train. *Use pictures and toy trains to depict the different cars on a passenger train - coach, pullman, dining car. Role play what would happen in each car. Use wood doll furniture in shoe-boxes lined up like train cars to furnish the various cars for play activities. Use models, pictures and filmstrips to tell about the different cars and their use on a freight train: refrigerator - milk, fruit, vegetables tank - oil, milk flat - cars, machinery, lumber box - animals, grain, manufactured goods Match the car with pictures of the type of goods it would carry.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
Many people are needed to work on trains. Each worker has certain responsibilities.	*Identify and discuss the roles of different train workers: engineer, conductor, signal man, ticket agent, brakeman, porter, chef, redcap. Use props to act out the various roles: hats, tickets, suitcase, signals, Kitchen equipment. Sing the folksong "Train Is A-Coming and allow children to assume different roles.
Trains stop to pick up and discharge freight, mail, and passengers.	Set up a train scene using flat blocks for tracks, wood or other toy trains, wood doll house for station, and rubber people figures. Act out loading and unloading passengers and freight at the station; stopping to take on water, fuel or mail.
Safety is important. Certain rules and signals are needed for the safe operation of trains.	*Stress safety when near trains, at the train station or railroad tracks. Build a wooden signal using two pieces of scrap wood or cardboard. Let a child manipulate the signal. Children could imitate the position of the signal with their arms. Line up like a train and proceed according to the signal. Also use paper lanterns, sets of red, yellow and green circles for signals. Identify the train whistle as a warning signal. Additional Activities: Take a trip to see trains: B & O Train Museum. Make a train from large cardboard boxes. Put labels on cars. Cut out windows and paint. Make wheels, signals, paper hats for the crew, tickets and other equipment. Have a punch to cancel tickets. Make a pull toy train with assorted boxes. Develop a group cooperative story. Each child can tell something about trains and the teacher can record responses.

LIVING IN THE COMMUNITY

Stories and Books

"The Train Ride" Learning Time With Language Experiences for Young Children - by L. B. Scott (p.192)

The Big Book of Real Trains by Zaffo

The Little Train by L. Lenski

The Little Engine That Could

LIVING IN THE COMMUNITY

The Make - Believe Train

Tooty-toot-toot!
Chuggy-chug-chug!
We're playing train
Round and round on the rug.

I'm the big smokestack.
The engine is buff.
He starts chug-chugging
And I go puff-puff!

Way at the end come
Christina and Bruce.
They are just little.
So they're the caboose!

At the Station by Catharine O'Connor

I like to go to the station
And watch the trains come in.
I like to look at the people
And guess where they have been.

I like to look at the engine
Waiting on the track,
And I wish that I were going
Or even coming back.

Engine

I wonder if the engine
That dashes down the track
Ever has a single thought
Of how it can get back.
With fifty cars behind it
And each car loaded full,
I wonder if it ever thinks
How hard it has to pull.
I guess it trusts the fireman;
It trusts the engineer;
I guess it knows the switchman
Will keep the tracks clear.

LIVING IN THE COMMUNITY

Trains

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

Thousands of freight cars
All rushing on
Through day and darkness
Through dust and dawn

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

LIVING IN THE COMMUNITY

Poems and Finger plays

A Train

The little black train
Goes down the track
With a clickety - clickety - clickety - clack.
(M. Gode)

The Red Caboose

It's fun to watch the freight train come
whistling round the bend.
The shaky little red caboose is fastened
to the end.

The engine puffs and pulls and pants and
whistles loud and long;
The wheels of all the cars go round as
though they sang a song.

When I grow up to be a man,
Someday I'm going to ride
That shakey little red caboose and see
what is inside.

LIVING IN THE COMMUNITY

Transporation

Concept	Activity
Air Transportation	
Airplanes transport people and freight and mail.	*Discuss the various kinds of freight that a plane might carry. Compare the speed of a plane to other transporation vehicles. Why would someone take a trip in an airplane rather than a car, train or boat?
There are different kinds of planes. Planes are used for various purposes.	*Use models and pictures of different kinds of airplanes: jet, propeller, helicopter, cargo, passenger. Identify the parts of a plan - use flannel board cutouts - wings, nose, tail, propeller, engines. Talk about the parts inside the plane - cockpit, passenger cabin, baggage compartment, kitchen area. Act out a plane's movement - up, down, taxi, bank, land, circle, take off.
Planes land and take off from an ai airport.	Use objects from the block center and toy or paper airplanes to set up an airport: hangar, runway, control tower, terminal building, wind sock. Include trucks for refueling and loading freight and baggage.
Many workers are needed to service and run airplanes.	*Make cutouts of airport personnel and identify their responsibilities. Use props to role play: pilot, copilot, steward, stewardess, ticket agent, mechanic, ground crew. Take a pretend trip - act out the different roles.

LIVING IN THE COMMUNITY

Transportation

Concept	Activity
	Additional Activities: Make airplanes from paper, wood, boxes. Take a trip to Friendship Airport. Identify other unusual airplanes: sea plane, dirigible; small planes - large planes; planes used to spray crops, traffic helicopter. Talk about other things that go up and down - elevator, escalator, etc. Talk about and identify other things that fly- birds, butterflies, bats. Include discussions about wind and weather.

LIVING IN THE COMMUNITY

Aeroplane — Mary Green

There's a humming in the sky
There's a shinning in the sky
Silver wings are flashing by
Silver wings are shining by
Aeroplane
Aeroplane
Flying-high.

Up in the Air

Zooming across the sky,
Like a great bird you fly,
    Airplane
    Silvery white
    In the light.

Turning and twisting in air,
When shall I ever be there,
    Airplane
    Piloting you
    Far in the blue?

Airplanes — L. B. Scott

In the sky the airplanes sail
With the people and the mail.
As they fly along the way
Folks eat dinner from a tray.

Airplane

The airplane has great big wings
And a propeller that goes round and
sings - Rrrrrrrr
It goes up, up, up
And down, down, down,

Books

The Little Airplane - L. Lenski

Going Up, Going Down - H. Wittram

LEARNING ABOUT THE FARM

Concept	Activities
A. The Farmer and His Family 1. The farm family lives in the country.	1. Stimulate discussion through the use of a large picture of the farm. Peabody Language Development Kit Early Childhood Discovery Materials - Macmillan Series and Related Materials David Cook Pictures 2. Use rubber people to discuss the family. 3. Show pictures of farm homes. 4. Bring out the idea that farm houses are far apart (not near to each other.) Compare with houses in the city. Use Bank Street materials to show different kinds of houses. 5. Show filmstrip about farm family. 6. If possible - Model of farm may be borrowed from Instructional Material Center or National Dairy Council. 7. Read stories about the farm. (See Materials - Reference List)
2. Everyone on the farm has a specific responsibility.	1. Use illustrative and concrete materials to stimulate discussion of the following: a. Farmer Being father Working in the fields Using farm machinery Plowing fields - in the early spring Planting crops - in the spring Caring for crops - in the spring and summer Harvesting crops - in the fall Storing crops - barn, silo Caring for animals

LEARNING ABOUT THE FARM

Concept	Activities

b. Farmer's wife
Being mother
Cleaning, cooking and working in the house
Preserving the foods - freezing, canning
Making butter
Working in the garden

c. Children
Collecting eggs
Helping mother
Helping father
Working in the garden
Feeding the animals

2. Let children make ice cream. (Freezer may be borrowed from Dairy Council.)
3. Role playing - members of the family.
4. Dramatic play.
5. Literature - See book list.

Stories

Poems

6. Music
7. Finger Plays
8. Art Activities
Clay modeling
Drawing pictures
Painting pictures

LEARNING ABOUT THE FARM

Concept	Activities
B. Animals 1. Animal Babies resemble their mothers.	1. Show pictures of mother animals with their babies. Emphasize vocabulary. a. Cow with calf b. Horse with colt c. Ewe with lamb d. Hen with chicks e. Duck with ducklings f. Sow (Mother hog) with piglets g. Nanny goat and kid h. Goose and goslings i. Turkey hen and poults 2. Let pupils match the babies to mothers. 3. One-to-one matching. Emphasize - big and little. 4. Poems and nursery rhymes: Jack and Jill Hey Diddle, Diddle Mary Had A Little Lamb Little Boy Blue The Chickens
2. Farm animals provide food for man. a. Cows give milk	1. Show pictures of a cow being milked a. By hand b. By machine Discuss why this is an important farm animal. 2. Discuss the variety of foods made from milk. butter, cheese, cream, ice cream 3. Let children experience making butter, using a churn. (May be borrowed from Dairy Council). Or use a mason jar with a screw-on top. Pour whipping cream into jar. Close jar tightly and shake. Let children spread a dab of butter on crackers for tasting. 4. Make some instant pudding using a mix and milk and beating them together.

LEARNING ABOUT THE FARM

Concept	Activities
	5. Stories: (See materials list) 6. Fingerplays: "This Little Calf", Let's Do Fingerplays, p. 38 7. Filmstrips, "Cows on the Farm"
b. Beef comes from beef cattle	1. Display pictures of and discuss various meat products derived from cattle - steaks, roast beef, hamburger 2. Display illustrations of how cattle are transported to market by the farmer. 3. Encourage children to use magazines to find meat products derived from cattle. These may be charted or used for making booklets.
Note: Veal comes from the young calf.	
c. Pork comes from the hog	1. Show and discuss illustrations of hogs and how they are housed on the farm. Discuss why this is an important farm animal. 2. Discuss how the farmer takes his hogs to market. 3. Display and discuss pork products a. Ham, Chops, Bacon 4. Finger Play - "This Little Piggy"

LEARNING ABOUT THE FARM

Concept	Activities
	Finger Play This Little Piggy This little piggy Gives ham to eat. This little piggy Gives sausage for a treat. This little piggy Gives bacon for you. This little piggy Gives pork chops, too. And this little piggy Does cuts all day, And sleeps in the barn In the soft fresh hay.
d. Lamb meat comes from the sheep.	1. Show pictues of the lamb. Introduce with, rhyme, "Mary Had A Little Lamb" 2. Review discussion of the lamb with his mother. 3. Lamb is taken to market to be slaughtered. 4. Show pictures of lamb that has been cooked - lamb chops, roast lamb, lamb stew. 5. Nursery Rhyme: "Mary Had A Little Lamb"
e. Poultry is a source of eggs and meat.	1. Show pictures of different kinds of poultry and stimulate discussion of the following: a. The hen lays eggs. Eggs are gathered by the family. Some eggs are used by the family for eating and cooking. Some eggs are taken to the market to be sold. b. Emphasize that a chicken is a bird. Birds come from eggs. c. Chicken meat is roasted, fried, boiled or broiled.

LEARNING ABOUT THE FARM

Concept	Activities

d. Talk about other birds that provide food for people; turkeys, ducks, geese.

2. Discuss way e eggs and chicken meat are used in a variety of foods, such as puddings, cakes, pies, bread, potato salad, sandwiches, etc.

3. Read stories:
"The Little Red Hen"
"The Ugly Duckling"
"Henny Penny"
"Everybody Eats"

Finger Play

See the nest all full of eggs.
(Cup right hand to form nest).
See the mother hen.
(Cup left hand over nest).
Baby chicks are hatching;
Count them up to ten.

One, two, three, four, five, six, seven, eight, nine, ten.
(Hold up fingers one at a time).
Ten little chicks are getting out;
(Move fingers about).
Ten little chicks run all about.

Hold a chick, chick!
(Cup your hands again; encourage children to do so).
Hear him peep.
Listen! He's going fast asleep!
(Bend head into hands)
Peep, peep, peep!
(Softly)

LEARNING ABOUT THE FARM

Concepts	Activities
C. Foods 1. The farm is the source of our fruits. a. Some fruits grow on trees and bushes. b. Some fruits grow on vines. 2. The farm is the source of our vegetables. a. Some vegetables grow <u>below</u> the ground.	Use picture of a large orchard scene. Many trees are in the orchards - some have apples, peaches, pears, and cherries. We can identify fruit trees with leaves as in other trees. Show pictures of fruits that grow on trees. Apples — Lemons Peaches — Oranges Pears — Grapefruit Cherries — Pineapple Show pictures of fruits that grow on bushes. Strawberries — Raspberries Blackberries Picture of grape arbor showing grapes of different colors growing on the vine. Cantaloupes growing on vines in the fields. Watermelons growing on vines in the fields. Make a fruit cup for a tasting party. Art Activities Give each child a sheet of manila paper. Distribute sheets of construction paper in a variety of colors. Choose a particular color and ask the children to think of fruits that match the color and to draw a picture of them. Ex. - Yellow - Apple, Lemon, etc. 1. Use large drawing (picture) of a farm scene showing vegetables growing below and above the ground. a. Classifying illustrations and/or vegetable models - those which grow

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LEARNING ABOUT THE FARM

Content	Instruction
b. Some vegetables grow above the ground.	above the ground and those which grow below. b. Discussing what part of the following plants we eat: cabbage, potato, celery, spinach, corn, tomato, bread, watermelon, carrot 1. Roots - radishes, carrots, onions, beets, potatoes 2. Stems - celery 3. Leaves - lettuce, cabbage, spinach 4. Seeds - corn, bean, peas c. Make a vegetable salad or soup.
c. Various parts of the plant can be used for food.	2. Planting an indoor vegetable garden. Book: The Carrot Seed
	3. Our Different Foods - Fruits and Vegetables Films: How Plants Help Us Autumn Is An Adventure
3. The farm is the source of grains.	1. Tell the story of "The Little Red Hen". a. Discuss the importance of grain. b. Examine samples of wheat and tell where how it grows. c. Discuss importance of grain foods in the diet (cereals, breads).
	2. Plan a Variety experience with children. Art Activities Crayon drawings Painting Plasticine clay modeling Box construction Wood construction Cut and paste

LEARNING ABOUT THE FARM

Resource Materials

Books: and Stories:

The Little Red Hen, - Jean Norton Berg
The Little Farmer - Margaret Wise Brown
Everybody Eats - Mary McBurney Green
Grandfather's Farm - Read
The Three Little Pigs
The Three Billy Goats Gruff
Hi-Ho for the Country - Gay
The Farmer - Lent
Ask Mr. Bear - Flack
Skip and Waddle
Little Duckling Tries His Voice
The Ugly Duckling
The Farmer and this Cows, Ploethe, Louise and Richard
Chicken Little - Count to Ten, Margaret Friskey
The Little Farmer - Lois Lenski

Pictures
SVE Pictures
Macmillan Series - Early Childhood Discovery Materials
Ginn Kit - Fruits and Vegetables
Teach - A - Chart - Lye Gale House, Inc.
Peabody Language Development Kit
David Cook Pictures

Models and Kits
IMC - Instructional Materials Center
Dairy Council of Upper Chesapeake Bay

LEARNING ABOUT THE FARM

Resource Materials

Films

Farmyard Babies — Farm Animals (2nd Ed) - Sd. 85.1
How Plants Help Us
The Farm Family in Autumn - Sd. 1613.2, Farm Family In Summer Sd. 1597.2
How Animals Help Us
Farm Family in Spring - Sd. 1602.2
Farm Family in Winter - Sd. 1612.2

Poems:

Jack and Jill
Mary Had A Little Lamb
Hey Diddle, Diddle
Little Boy Blue
Carrot Seeds

Records: Animals and Circus, Bowmar Orchestral Library

Filmstrips

Cows on the Farm
Sheep on the Farm
Pigs on the Farm

SVE Filmstrips

Farm Animals and Pets
The Little Red Hen and the Grain of Wheat
The Three Little Pigs

LEARNING ABOUT ZOO ANIMALS

Concept	Activities
Children will learn to name animals and recognize specific characteristics of zoo animals.	1. Discussion of zoo animals using large animal pictures. SVE Animal Pictures (school library) Giraffe etc. 2. Give children an opportunity to recognize outstanding characteristics of animals through stories, discussions, poems and riddles. Elephant-trunk-tusks Zebra-stripes Camel-hump Lion-mane etc. 3. Give children an opportunity to name the animal after hearing a verbal description.
Children will group animals by a common trait.	1. Classify and compare according to size. Big — Not Big Hippopotamus — Monkey Elephant — Bird Bear — Raccoon 2. Group animals by habitat Water Animals — Land Animals Hippopotamus — Lion Seals — Tiger Polar Bear — Camel 3. Classify by movement (slow-fast) Dramatize movement through music. 4. Classify by covering Animals covered with fur Animals covered with feathers Animals covered with hair Animals covered with scales

LEARNING ABOUT ZOO ANIMALS

Concept	Activities
	5. Classify tame and wild animals Tame / Wild Lamb / Elephant Turkey / Tiger Colt / Lion 6. Classify by the foods animals eat some animals eat plants some animals eat other animals some animals eat plants and animals
Care of the animals.	1. Discuss how animals are fed at the zoo (Twin Zoo and Williamsen's Zoo) 2. Make a picture list of the work done by the caretaker at the zoo.
Sounds of the animals.	1. Give the children the opportunity to hear the actual sounds of the animals. Record Albums: 1. Sounds I Can Make 2. Bowmar's "Music for Young Listeners" 2. Imitate animal sounds that are made by people and used in the story books i.e. rooster - cocka-doodle-doo or ar,ar, errrr--- duck - quack, quack Have children name the animal when the sound is made. 3. Children may play the game "What Animal Am I?" The pupils may play a game in two lines. In one line each child makes the sound of an animal while the child opposite him in the other line identifies the animal. Then reverse the lines so that the listeners

LEARNING ABOUT ZOO ANIMALS

Concept

Activities

Include the animal-sounds record.

4. Sing fun songs that personify animal sounds such as "Old MacDonald Had a Farm".

5. Children enjoy repeating animal terms according to the number they hear or see such as "two bears, three bears" or "one's millions of cats".

Animals in the "Big Zoo"

Lions	Monkeys
Lion	Zebra horse
Tiger	Seal
Black bear	Kangaroo
Polar bear	Raccoon
Elephant	Fox
Hippopotamus	Antelope
Wolf	Camel
Camel	Mountain Goats and others

Animals in the Children's Zoo

Skunks
Turkeys
Cow
Goats
Lambs
Sheep
Ducks
Geese
Donkey
Pony

Part VI, Page 3

Learning About Zoo Animals

Concept	Activities
Animals are gotten for the zoo in different ways.	1. Have map study regarding original home of the animals. 2. Have letters written to the zoo director, asking why the animals are in captivity, what the cost of feeding them is, and whether they are well cared for. 3. Discuss how animals are born at the zoo, raised and fed. a. Do they mate while at the zoo? b. How many animals are born each year at the zoo? 4. Discuss the differences between animals in the jungle and things in our community.

SEASONAL CHANGES

Concept	
The Seasons Autumn The weather grows cooler. There are changes in the landscape. Animals get ready for winter. People get ready for winter. Books and Materials:	Take a walk to observe changes in foliage. Observe plants which turn brown. Collect seeds, pods and burs according to color. Talk about the various ways in which seeds are scattered. Make a seed collection and display. Collect leaves and classify by color, size, edible plant. Look carefully at trees and count the number of bark types. Make nut or almond cookies. Observe squirrels gathering nuts. Make a list of animals that develop thicker coats. Talk about birds and where they fly to in other climates. Discuss fall clothing, raking leaves, planting bulbs, putting up storm windows. Taste fall foods - apples, cider, nuts. SVE Pictures The Year Goes Round Johnny Maple Leaf - A. Trusscott Where Does Everyone Go? - A. Fisher All Falling Down - G. Zion

Concepts

Vocab

The weather causes changes
in the environment.

People make adjustments
to seasonal changes.

Books and Materials

SEASONAL CHANGES

Concepts	Activities
Spring The weather grows warmer. Plants begin to grow.	Use a thermometer to observe outside temperature. Display weeds, a limbed branch, etc. to show growth in the spring. Observe, record, and discuss changes in the weather. Plant seeds, grow plants indoors and outdoors. Visit a green house or florist.
Birds and animals respond to changes in the weather.	Birds return, new ones appear. Discuss where they come out of hibernation - seeds, insects, etc. Are born in the spring. Birds build nests, lay eggs, etc. Visit places where animals are born in the spring. Watch pictures of mother and baby animals.
Books and Materials	SVE Pictures - Birds Bank Street - At the Park Rain Drop Splash Hi Mister Robin - A. Prescott A Tree Is Nice

SEASONAL CHANGES

Concept	
Changes in the weather affect the landscape.	
People enjoy the summer days in many ways.	

Holidays

Concepts

Valentine's Day

On Valentine's Day, people remember those they love. The heart shape is a symbol of love.

Thanksgiving - Celebrated in November.

HOLIDAYS

Concept	
Brave, and courageous people came to America	Tell simple story of the pilgrims Show filmstrip or movie of pilgrims
Indians shared food with Pilgrims.	Show pictures of Indians and pilgrims children color and cut and paste pictures of pilgrim [illegible] - coat - hats - shoes - [illegible] Make necklace of [illegible]
Abraham Lincoln - President of the United States February 12	Read appropriate stories and poems. Find Lincoln's birthday on the calendar. pictures of Lincoln to read, discuss and [illegible] him. Read [illegible] when appropriate tell [illegible] the important and significant events about Lincoln. Sing songs - [illegible] children [illegible] as the poem [illegible] Helping the father on the farm Opened a store - was a postmaster - a surveyor studying to be lawyer Going to Congress President

HOLIDAYS

Concept	
Lincoln is honored today.	Show. [illegible]
Halloween - Date - October 31 Customs and ancient beliefs symbols	Dress [illegible] Show [illegible] Tell [illegible] Make [illegible] Decorate [illegible] Use symbols as novelty [illegible] and accessory [illegible].
We have fun at Halloween	Possible [illegible] Pictures about [illegible] Jack-o-lantern - paint [illegible] Bake [illegible] Make [illegible] Plan a party and [illegible] Acceptable refreshments - [illegible] for party [illegible] [illegible] Read appropriate stories and poems
Easter A spring holiday when there is an awakening of nature.	Bring pussy willows [illegible] classroom before it is [illegible]. Place in water. Watch as they open their buds.

Concept	
There are many Easter traditions.	
Literature	
Christmas - December 25 A time for giving and sharing.	Find the date on the calendar. Count number of days before the holiday. Talk about how we celebrate Christmas.

HOLIDAYS

Concept	
Christmas symbols everywhere let us know the holiday is near.	Observe department store windows for a week of Christmas.
Decorations in stores - wreaths balls trees cards bells	Go to buy a tree for the classroom - <u>Treecraft</u> tree. Decorate the tree with (objects and/or pictures) that we can make by the center. Buy ornaments - a gift for the room - a gift for the special person - make and exchange gifts. Carnegie Library for the week. Make a Christmas ornament. Discuss kinds of toys and toy stores. - strings - windup - batteries - I wants. Look at Sharon Lane books. Read appropriate stories and poems.
Green Cookies Lights Stockings Toys Santa Claus	
George Washington - February 22	Find Washington's birthday on the calendar.
George Washington was the first President of the United States.	Show picture of the Statue of Liberty - point to George Washington - tell children he was the tallest person in the U.S. - point to other familiar presidents - Lincoln, Kennedy, Nixon. Ask children know that Richard Nixon is our present president.
He was honest, brave, and loyal.	Tell brief story of George Washington. Ask children understand that he was a leader in war. Show home where he lived - compare with cabin where Lincoln was born. Compare both homes.

It is honored today in many ways.

May - Mother's Day
Mothers helps all members of the family.

Pupils will point a picture of creation of the love of the one who takes care of them.

Mothers do many different things.

May - Memorial Day
Schools are closed in honor of the brave men and women in the services of our country.

HOLIDAYS

Concepts	
June - Flag Day The flag represents our country, the United States.	
The flag belongs to each of us and should be respected.	
The flag flies over a number of important buildings.	